

The background is a solid light purple color. It is decorated with numerous butterfly silhouettes in two shades: white and a darker purple. The butterflies are scattered across the frame, with some appearing as simple outlines and others having a slight drop shadow, giving them a three-dimensional feel. They are positioned around the central text, with some near the corners and others closer to the center.

The First 20 Days of Full-Day Kindergarten (FDK)

Flow of Our Day

- Welcome & Introductions
- Icebreaker
- Flow of the Day/Soft Entry
- Creating Smooth Transitions (Snack & Rest Time)
- Environment – Natural/emotionally safe
- Play, Assessment & Natural Environments
- Touching on Inquiry-based Learning

Welcome & Introductions

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Welcome to the first 20 days of FDK! You are blessed to embark on this journey of early learning. You have the opportunity to challenge and change the minds of many while supporting the needs of the students and families you will be working very closely with!

Icebreaker Activity

Four Corners

Flow of the Day...

What does your idea of a typical FDK day look like?

Please demonstrate this on a half piece of chart paper with markers in groups of 4

Flow of the Day – What it should look like

- Entry
- Outdoor play
- Gathering Times/Meeting Times (Mini Lessons – Does not need to be large group! Two smaller groups can be more effective – especially in the early months – no more than 10 – 15 minutes!!!!)
- Learning through inquiry (Centre-based learning – you with gather their interest information through observation)
- Free flow snack (designated snack table/area – self-regulation)
- Lunch
- Gym/library/computers – other planning time initiatives
- Rest time/Quiet Time
- Small group work/tables/meetings/conferences/guided practice

First Days of School!!

- Establish rules/expectation (co-create with students & DECE)
- Create a safe & nurturing environment – What do you think this looks like?
- Take them on a tour of the classroom, of the school!
- Avoid formal assessments (Such as PM Benchmarks) in the first 3 weeks
- Communicate with PARENTS!!! – send classroom newsletters home, create an announcement board in your classroom to support families as well - connect them with the community
- Communicate with parents, other staff & admin what the flow of the day looks like. Have the office plan announcements during a time when students are NOT resting!
- Take the time to play and get on their level – get down on the carpet! Get to know your students – you will have more successful days as a result!

Soft Entry

THIS WILL BE STRESSFUL/OVERWHELMING - YOU ARE NOT ALONE!

It is imperative that you and your DECE are on the same page (classroom management, flow of the days, roles & responsibilities, etc)

SK students begin on the first day of school – the JK's, however, may not depending on your schools plan.

JK parent interviews/meetings take place the FIRST WEEK OF SCHOOL, IN CLASS, DURING THE DAY!

OR

Depending on your school, they make take place the week prior (August)

Creating Smooth Transitions

- You will experience many transitions throughout the day that you may have not even realized they were transitions!
- Clear expectations needs to be established for success (ie. Cleaning up)
- Scheduling in student responsibility roles (ie., table checker, fish feeder, sweeper, etc)
- Having a visual schedule (SMART board or large graphic organizer) with allow for students to self-regulate their roles & responsibilities

Free Flow Snack

- Table/ space in room designated for students to eat their snack whenever they feel hungry.
- Confusing for some? Yes! But that is your job in the early weeks to establish these characteristics of independence
- Place the teacher or DECE or rotate to sit with the students during this time in the early days – to model expectations and invite those who have not have snack yet
- Snack Baskets – scissors, napkins & plastic utensils – to assist with student independence
- Hand washing is key!
- Place snack table near the cubby area or near a sink

Rest Time/Quiet Time

STUDENTS DO NOT NEED TO SLEEP! Do not force a child to sleep or stay on their mat during this time.

- Depending on schedules, there may be only one educators in the room during this time
-
- Quiet Time Activities – reading, play dough, religion, puzzles, table top activities
- Yoga

Environment

- Be prepared to change/alter your space several times throughout the year in accordance with your students needs and interests
- Walls should be empty upon student arrival – allow them to take initiative and ownership of their own space and learning

Interest Area Samples

- Wonder Table/Science (magnify glasses, outdoor materials, pets)
- Wonder Writing/Journal writing/Open Writing
- Open-ended art area (not pre-cut)/art easel
- Bins/carpet activities
- Dramatic area
- Large block centre/gross motor
- Mathematics
- Sensory bins/area (sand, water, goop, corn kernels, pine cones, garden, marbles, 'snow', 'spider webs')









Play, Assessment – Natural Environments

Wait...

Think...

Wonder...

This model will be a cornerstone for your learning and planning!

Observation is KEY!! You need to see where the students are at in terms of their needs, interests, etc..

Knowing the FDK expectations is important to understand WHAT you are looking for in the play.

Sample Assessments...

Portfolios, pictures, videos, conferences, learning stories (individual or group), anecdotal notes, running records, checklists, formal assessments (PM Benchmark, KAP), documentation panels, documentation binders, classroom portfolios, wonder books/learning logs

THINK-PAIR-SHARE

What is the difference between theme-based learning and inquiry-based learning?

Natural Environments...Reggio!!!

Creating a classroom based on...

- Neutral colours
- Natural materials (sticks, rocks, shells, wooden items, etc)
- Flow of the day – hungry- you eat, tired -you rest (natural body cues)
- Limited materials ('man-made' materials, limited the amount of materials available as well – prevents over stimulating)
- Students work displayed – EVERYWHERE!!
- Hands-on learning – allowing students to MOVE toys and other materials THROUGHOUT the classroom – do you always keep your own glass in the kitchen?
- Walls are used to document student learning – including photos
- Items should be at students eye level and always available! You don't want it touched – put it away!
- Classroom is continuously changing to reflect student interest

These are key components to have a successful classroom, that is not overwhelming.
DEVELOPMENTALLY APPROPRIATE!!

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Inquiry-Based Learning

Overall Goal:

CREATE THINKERS & LEARNERS

It is not...

- Meeting curriculum points, and stopping there!
- Teacher driven
- All 28 students doing the same thing
- Theme based learning
- Spending money at teacher stores

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Thank you! Questions?